DOCUMENT RESUME

ED 132 813 EC 092 456

TITLE	Gifted and Talented Program Guide.
INSTITUTION	Arizona State Dept. of Education, Phoenix. Div. of Special Education.
PUB DATE	Aug 76
NOTE	26p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Definitions; *Gifted; Guidelines; Identification; *Program Development; *Program Evaluation; *State Programs; Student Characteristics; *Talented Students; Teacher Qualifications
IDENTIFIERS	*Arizona

ABSTRACT

Presented is the guide for gifted and talented programs in Arizona public schools. Included in the first section are definitions of such terms as "gifted", an outline of procedures of the local district to obtain state approval of a proposed program, an application form for program approval, and an outline of a suggested program evaluation. Given in section 2 are developmental and evaluative suggestions on programs for the gifted and talented with such subtopics as leadership and administration, characteristics of gifted and talented children, methods of identifying gifted children, program objectives, program alternatives (such as enrichment and acceleration), the selection of teachers, inservice education, and the role of the principal. Key factors in successful programs for the gifted and talented are identified as including careful selection and training of teachers, a qualitatively different curriculum, and appropriate student selection procedures. (DB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED132813

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

GIFTED AND TALENTED PROGRAM GUIDE

Arizona Department of Education
Division of Special Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 271-3183

EC092456

ARIZONA DEPARTMENT OF EDUCATION

Carolyn Warner, Superintendent

Dr. Jim Hartgraves, Deputy Superintendent

General Operations Services	Career, Vocational Education Services	Business and Financial Services	General Education Services
Mr. Jim Brunstein Associate Superintendent	Mr. Bill Anderson Associate Superintendent	Mr. John George Associate Superintendent	Dr. Mary Jo Livix Associate Superintendent

ARIZONA STATE BOARD OF EDUCATION

Mr. Stephen S. Jenkins, Jr. ..... President

Mrs. Amy T. Worthen ..... Vice President

Mrs. Carolyn Warner ..... Executive Officer and Secretary

Mr. O. B. Joy ..... Member

Mr. Leon H. Maehling ..... Member

Mr. J. Ben Picone ..... Member

Mrs. Merle Platt ..... Member

Dr. John W. Schwada ..... Member

Mrs. Miriam Sorey ..... Member

Table of Contents

Section 1: State Department Overview

I. Introduction 1

II. Definitions 1

III. Program Approval Outline and Application 3

IV. Suggested Program Evaluation from State Department 5

Section 2: Developmental and Evaluative Suggestions for Programs for Gifted and Talented

I. Leadership: An Administrative Responsibility 6

II. Definition and Screening 6

III. Characteristics of Gifted and Talented Children 7

IV. Identification of Gifted and Talented Children 8

A. Methods 8
B. Cautions in Teacher Judgment 9
C. Use of Multiple Criteria 10

V. Objectives for Developing a Program 10

VI. Program Alternatives 11

A. Factors to Consider 11
B. Organizational Patterns 12

1. Enrichment 12
2. Acceleration 13
3. Grouping 15
4. Cluster-grouping 17
5. Special Interest Groups 17

VII. Selection of Teachers 18

VIII. Inservice Education 18

IX. Role of the Principal 19

X. Program Evaluation and Bibliography 20

Section 1: State Department Overview

I. Introduction

Educators are increasingly accepting their responsibility to provide for the gifted child those opportunities which are rich and challenging in all areas of knowledge. This necessitates providing a differentiated program of instruction adapted to varying levels of ability. These programs need to be deliberately and carefully planned. At first, they could be experimental and developmental in nature, becoming an integral part of the school program when adequately tested.

This publication arises from the desire of the Arizona Department of Education, Division of Special Education, to help in the development and improvement of local educational programs for gifted and talented children. It is hoped that these guidelines will be helpful and motivating to local districts in terms of:

A. Stimulating school personnel to evaluate their programs and determine whether the needs of all children are being met.

B. Providing guidelines and ideas for the development and evaluation of programs for gifted children.

II. Definitions

A. Special Education (ARS 15-1011)

"'Special education' means the adjustment of the environmental factors, modification of school curricula and adaptation of teaching methods, materials, and techniques to provide educationally for those children who are gifted or handicapped to such an extent that they do not profit from the regular school curricula or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education."

B. Gifted (ARS 15-1011)

"A gifted child (GFT) is a child of lawful school age who, due to superior intellect, advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who need special instruction, special ancillary services, or both, to achieve at levels commensurate with his intellect and ability."

C. Screening

Maximum membership shall be limited to three (3) percent of the previous year's total district ADM.

Screening: A gifted child shall demonstrate achievements and/or potential ability in one or more of the following areas:

1. Creative or productive performance.

2. Specific academic aptitude -- 95th percentile or above standardized achievement tests in one or more subject areas.

3. General intellectual ability -- I.Q. 130 or above based on an individualized testing program.

III. Program Approval Outline — Due Date: April 30

These guidelines were developed to assist school districts in the operation of programs for gifted and talented students. Any school district requesting State reimbursement must submit a written program description to the Division of Special Education for approval prior to April 30 of each year. The prior approval application, in general, may be in narrative form and should include the following:

A. Cover Page: The attached cover page or a reasonable facsimile may be used.

B. Narrative Section: Should include a breakdown into the following subdivisions:

1. Identification - This section should include a description of criteria and methods of screening and selecting pupils eligible for special programs. This outline should indicate the various qualities evaluated and the methods of evaluation.

2. Programs - The program must be outlined to include specific program objectives, curriculum content and special activities to be used to achieve these objectives. A major factor is the difference between what is ordinarily provided in regular school programs and that which will be offered through special education. Another important component should be the nature of instructional practices to be utilized, such as enrichment, acceleration, special classes, and others. Specific conditions which may effect the success of the program should be included. Program objectives and specific activities should be listed in outline form. Include an evaluation component which will be utilized to determine if objectives have been met.

3. Supportive Services - These are services available or planned to assist the program and should be described. These services would include such items as subject specialists, curriculum specialists, and training of staff.

4. Evaluation - The evaluation procedure should be in terms of the basic objectives of the program. There may be different goals for various elements of the program. The basic concept of the evaluation procedures should be: How does the school district expect to determine the success of its program?

5. Budget - To better describe programs for these pupils, budgets for the program are required. The budget should indicate how the funds will be used and must be included on lines 24-31 of the "School District Annual Budget" (ADE 41-110).

Reimbursement: A district is reimbursed on the basis of $50.00 per year for each identified child (up to 3% of ADM) involved in a special gifted and talented program.

APPLICATION FOR PROGRAM PRIOR APPROVAL
GIFTED AND TALENTED PROGRAM

RETURN TO:
Arizona Department of Education
Division of Special Education
1535 West Jefferson
Phoenix, AZ 85007

DUE DATE: June 15

1. SCHOOL DISTRICT _____

2. DISTRICT SUPERINTENDENT _____

3. CONTACT PERSON _____ PHONE _____

4. SCHOOL ADDRESS _____
Zip

5. PREVIOUS YEAR'S TOTAL DISTRICT ADM _____

6. AMOUNT REQUESTED: $ _____ (Maximum = Number of identified students times $50.00 ADM) Limited to 3% of previous year's ADM.

7. _____ _____
Signature, District Superintendent Date

8. ATTACH NARRATIVE TO INCLUDE: (Page 3, Gifted and Talented Program Guide)

9. IDENTIFICATION

10. PROGRAMS

11. SUPPORTIVE SERVICES

12. EVALUATION

13. BUDGET

VOLUNTARY
ADE 35-500

PAGE 1 OF 1

IV. Suggested Program Evaluation from State Department

This evaluation is to be filled out as a narrative in descriptive form in terms of your own program at the present time!

A. Objectives

1. Overall objectives of program as of now:

2. Immediate goals that are in progress of being accomplished at this time:

3. Changes that have been made in the objectives of your program:

B. Identification

1. Actual methods of screening that have been used this year:

2. Other criteria included in selection of students:

3. Overall description of eligible students:

C. Program

1. Type or types of plan that is being used currently:

2. Description or overview of how the program plan is implemented:

3. Actual instructional practices being utilized in your program plan:

4. Major differences between the regular curriculum and program for gifted and talented as of now:

D. Supportive Services

1. List actual services being used at present and how they support the program:

2. Methods and/or criteria for selection of staff involved in program:

E. Evaluation

1. Method for evaluation of objectives of this program:

2. Describe how the success/effectiveness of this program will be determined:

3. Proposed evaluation form suited to the needs of this program: (attach form if necessary)

F. Budget and Materials

1. Materials and special equipment being used as of now:

2. Projected additional needs in special equipment for next year:

3. Projected number of additional students in program next year:

Section 2: Developmental and Evaluative Suggestions on Programs for the Gifted and Talented

I. Leadership: An Administrative Responsibility

The development of a program for gifted children should be established upon the foundation of broad policies adopted by the local school board and appropriate for conditions in that district. The best program will develop when:

A. Administrators, principals, and other personnel study recent research, already existing programs, and conditions in their own district.

B. Both school and community investigate the needs and resources of the community, study all pertinent factors, and become involved in decisions in order to develop policies relating to the education of gifted children.

C. The administrators implement local board policies and establish a framework within which a meaningful program can be developed.

D. The entire staff is involved in the planning stages, involvement, implementation, and support of the program.

E. Parents of gifted children are also involved in the planning, involvement, implementation, and support of the program.

II. Definition

A gifted child (GFT) is a child of lawful school age who due to superior intellect, advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction, special ancillary services, or both, to achieve at levels commensurate with his intellect and ability.

Maximum membership shall be limited to three (3) percent of the previous year's total district ADA.

Screening

A gifted child shall demonstrate achievements and/or potential ability in one or more of the following areas:

A. Creative or productive performance.

B. Specific academic aptitude -- 95 percentile or above on standardized achievement tests in one or more subject areas.

C. General intellectual ability -- I.Q. 130 or above based on an individualized testing program.

III. Characteristics of Gifted and Talented Children

There may be a wide variety of methods used to identify gifted children, but there is nearly unanimous agreement that early and continuous identification is important. Hildreth says that the earlier a gifted child is identified, the more time there is for him to benefit from a well-planned education program.[1]

If these children are to be found, teachers, administrators, psychologists, and other personnel must know the behavioral characteristics common to most gifted children. They may be superior in some ways and average or below in others. Many authorities believe that they tend to do their best work in reading and language and their poorest in penmanship and spelling. They are often impatient with routine and directives. Usually they are imaginative and resourceful. They have the ability to apply information in new situations. They do not always test higher on an achievement test.

The classroom teacher who has the basic responsibility for identifying the gifted may find the following list of characteristics helpful:

The majority of gifted children:

1. Are interested in a wide variety of things and have a knowledge of many things of which other children are unaware.
2. Are able to generalize and rationalize.
3. Are very curious; ask why.
4. Have a good memory; retention comes readily without much rote drill.
5. Read two grades above their grade level; read early in life.
6. Verbalize; possess advanced vocabularies; talk at an early age.
7. Are more sensitive, self-critical, and trustworthy.
8. Show originality, imagination, and creativity.
9. Tend to seek older companions; those in the higher I.Q. ranges (150) and up) tend to engage in solitary activities.
10. If between I.Q. 130-140, tend to be better leaders and to have a good social adjustment; above I.Q. 140, this may be less true.

[1]Gertrude Hildreth, Educating Gifted Children (New York: Harper and Brothers, 1952).

11. Come from all races, creeds, environments, economic brackets.

12. Have high ability regardless of sex.

13. Are relatively stable emotionally.

14. Have similar play interests to those of average ability but desire more complicated games, rules, and standards.

15. Desire to do things differently.

16. Are superior in height, weight, and general health.[2]

IV. Identification of Gifted and Talented Children

A well-planned program of identification is a necessary step in selecting gifted children. A good procedure should be systematic, comprehensive, and include all children. It should consist of a number of criteria, both objective and subjective. The initial processes used for identification are group and individual intelligence tests, group achievement tests, and the judgment of teachers and counselors.

A. The following table lists the most frequently used methods with their limitations:

METHODS OF IDENTIFYING GIFTED CHILDREN[3]

Method	Limitations
Individual intelligence test	The best method, but expensive in use of limited professional time and services. Not practical as general screening tool in schools with limited psychological services.
Group intelligence test	Generally good for screening. May not identify those with reading difficulties and emotional or motivational problems.
Achievement test batteries	Will not identify underachieving gifted children. Otherwise, same limitations as group intelligence test.

[2]California Elementary School Administrator's Association, The Gifted Child Another Look (Palo Alto, California: The National Press, 1958).

[3]James J. Gallagher, Analysis of Research on the Education of Gifted Children (Springfield, Illinois: Office of the Superintendent of Public Instruction, 1960).

Teacher Observation	May miss underachievers, motivational problems, emotional problems, and children with belligerent or apathetic attitudes toward the school program. Definitely needs supplementing with standardized tests of intelligence and achievement (see above).

Since each method has its limitations, a good identification program never relies on a single technique but on a wide variety of criteria. Such a program makes use of teacher judgment. However, research has shown teacher judgment to be fallible. To decrease the possibility of teacher misjudgment, inservice training for teachers concerning the behavioral characteristics of gifted children is needed. This aspect is very important along with teacher involvement and understanding of the total program.

The classroom teacher, with the help of the principal and counselor, should:

- Study all test scores.
- Observe the pupil's behavior.
- Recognize special skills and talents.
- Study cumulative records.
- Confer with psychologist, parents, and special education consultants.
- Initiate requests for individual intelligence tests.

It is essential that all data be carefully recorded and easily available.

B. Martin lists the following cautions in the use of teacher judgment.

Teachers:

- Have a tendency to overrate conformity as a mark of superiority.
- Feel annoyance with pupils who manifest independent behavior, display marked curiosity, seek "other ways" of doing things.
- Fail to understand the tendency of some superior learners to "hide their light under a bushel" rather than be considered "a brain" by their classmates.

- Fail to recognize the habit of "getting by," especially in the upper grades, either because of earlier lack of stimulating school experiences or from boredom with what appears to them to be "classroom trivia."

- Often mistake the older ones in the group for the brighter whereas in many cases the youngest will be the brightest.[4]

C. The use of multiple criteria is strongly recommended due to the limitations of any one criterion. Utilization of several criteria is also desirable since single devices such as teacher opinion or school marks could limit special opportunities to those students who were high achievers and thus eliminate those who need special programs the most. After screening, a placement committee should select these children who are to actually participate in the program.

Screening and identification should include the use of three or more of the following:

1. Teacher Nomination
2. Teacher Rating Scales
3. Group Intelligence Tests
4. Group Achievement Tests
5. Nomination by peers
6. Nomination by parents
7. Multiple Screening -- abbreviated tests
8. Individual Tests of Intelligence
9. Creativity Tests
10. Case Studies
11. Performance Tests
12. Judgments of outstanding talent

V. Objectives for Developing a Program for Gifted Children

Educators should strive to achieve the following objectives in developing programs that will meet the special needs of gifted children:

1. Foster the integration of knowledge, regardless of the special interests of either the student or the teacher.

2. Develop the student's own broad cultural background.

[4]Ruth Martin, An Experimental Program for the Gifted Child in Castro Valley (M.A. Thesis, Berkeley, California: University of California, 1955).

3. Recognize the earmarks of intelligence and understand their implications for learning and for teaching.

4. Realize that the intellectual qualities of giftedness render superfluous much of the traditional pattern of classroom instruction, and thus imply special methods such as problem-centered teaching and pupil-teacher planning.

5. Recognize the basic uniquenesses of the talented, understanding those who have been identified as talented.

6. Realize particularly the guidance needs of the talented.

7. Gain skill in providing a wide variety of learning abilities, especially those that will bring about higher, broader, and deeper levels of experience.

8. Teach with an enthusiasm that transmits a love for learning.

9. Learn when to guide, when to direct, when to "get out of the way."

10. Help students reach a self-satisfying degree of achievement commensurate with their ability.

11. Provide for young minds a new freedom of ideas and explorations.

12. Develop intrinsic rather than extrinsic motivation.[5]

VI. Program Alternatives

Any program for gifted children should be based first on the objectives determined for it. A good program begins with good planning. It is one that is locally determined, developed, and implemented. It has continuity and coordination.

A. Some factors that need to be considered in determining the type of program are the:

1. Size of school and staff.

2. Type of school (rural or urban).

3. Staff qualifications (principal and teachers).

4. Financial resources.

5. Socio-economic level of community.

[5]L. D. Crow and A. Crow, Educating the Academically Able (New York: David McKay Company, Inc., 1963).

6. Community resources.

7. Special needs of children.

8. Distribution and number of children.

9. General philosophy of education accepted by school and community.

Programing starts with an assessment of child needs and moves toward providing experiences and an environment which will develop his uniqueness. At all times the teacher must have a comprehensive knowledge of the child. A case study record for this purpose is much more efficient than a cumulative record. These case study records need to be readily available to the child's teachers and counselors.

B. Organizational Patterns

1. Enrichment

A common type of program for gifted children is enrichment of the curriculum. Under this plan, gifted children remain with their own age group in their own classroom.

Simply stated, enrichment means more opportunities for the gifted child in his intellectual, social, and artistic experiences. The nature of the unusually capable student is such that effective enrichment of his education consist not in adding more of the same content and activity to the program but in providing experiences of greater variety or at a more advanced level so as to match his greater variety of gifts and higher level of ability. It is a matter of quality, not quantity.[6]

There are two types of enrichment:

a. Enrichment in depth which enables a student to study more deeply the areas that are part of the regular curriculum. This means working at a more advanced level (vertical enrichment).

b. Enrichment in breadth, which while it is not the most common, leads the pupil to study areas that are related to but not usually included in the regular course of study (horizontal enrichment).

Kough has listed questions to be considered if enrichment in the regular classroom is to succeed:

1. Has each classroom teacher identified and listed the students who are gifted? If teachers are unable to do this, a well-

[6]Robert F. DeHaan and Robert J. Havighurst, Educating Gifted Children (Chicago: University of Chicago Press, 1957).

planned classroom enrichment program is not operating. If only some of the teachers have done it, the gifted child program is not reaching all of the gifted youngsters in the school.

2. Can each classroom teacher describe the specific curriculum modification being made for each bright youngster? Again, if each teacher cannot do this, there is not a complete enrichment program.

3. Does some person have supervisory responsibility for the entire program? Such a person may help classroom teachers in the identification process and provide motivation, ideas, and materials as the program progresses.[7]

Individualization of instruction and a wide range of materials are necessary if the gifted pupil's abilities are to be challenged.

In these words Paul Witty cautions teachers:

1. Don't simply give more work of the same kind given to other pupils. Provide unique, challenging activities, especially geared to their potentialities.

2. Don't require them to spend the same amount of time needed by other pupils on the mastery of skills. They don't need it. Help them get going on more meaningful activities.

3. Don't excuse them from carrying their fair share of room responsibilities. But don't ask them to take over completely such responsibilities.

4. Don't let their potential talents atrophy for lack of imaginative guidance.[8]

2. Acceleration

Acceleration refers to the time element in education; that is, progressing through the curriculum more rapidly than normal. Acceleration has long evoked a negative reaction from educators. Yet much published research indicates that moderate acceleration of gifted children, properly used, has many advantages for these children and does not handicap them personally, socially, or academically. This process should be used only after careful and complete study of the individual child. It works best with high achieving gifted children who are physically and emotionally mature.

[7]J. Kough, "Administrative Provisions for the Gifted," B. Shertzer, editor, Working With Superior Students (Chicago: Science Research Associates, 1960).

[8]Paul Witty, The Gifted Child in the Regular Classroom, A Curriculum Letter, No. 18 (Middleton, Connecticut: Wesleyan University, 1955).

Terman recommended that children with an I.Q. of 135 or above should be promoted to permit college entrance by the age of 17 at the latest.[9]

To quote the Educational Policies Commission:

> Acceleration, thus, tends to provide the gifted child with educational experiences that challenge his intellectual abilities. Moreover, it spares him the frustration and the inducement to laziness and superficiality that tend to beset the superior student who is held at a pace determined by classmates of much lower ability. While there are other ways to achieve this end, acceleration is probably the easiest method from the standpoint of both administration and instruction.[10]

There are several methods of acceleration. Grade-skipping is probably the least desirable since this process could leave gaps in the child's learning.

Other methods of acceleration are:

a. The ungraded program: In this program, grade lines are erased, and pupils are permitted to progress at their own rate of speed. This procedure is being utilized frequently in the primary grades (ungraded primary). However, this technique can and is being used on a variety of grade levels. Independent study is another form of an ungraded program. Completion of the normal work of two or more grades in less than the normal time has several advantages for gifted children. These are:

   - The child will be placed with those more nearly his mental and social equal.
   - He will be less likely to develop poor study habits.
   - There will be no gaps in his learning experiences since material is covered at a faster rate.
   - The teachers and the school system will become more aware of the problems and needs of the gifted.
   - A year of the child's life will be saved. Many of these children attend some form of postgraduate training to prepare for leadership in the professions, technology, government, etc. With flexible progression they can complete advanced training and get into productive careers earlier.

[9]Lewis M. Terman and Melita H. Oden, The Gifted Child Grows Up (Stanford, California: Stanford University Press, 1957).

[10]Educational Policies Commission, op.cit.

b. Advanced credit or placement: At the junior high level some students are being permitted to attend one high school class. At the senior high level some high schools have been holding seminars for college credit or permitting gifted students to attend a college class while still in high school. Advanced placement in college is very similar.

In any type of acceleration, the various types of enrichment should still be used. The school has the responsibility of providing for individual differences. This can only be accomplished in a broadened and enriched curriculum.

3. Grouping

Some administrative arrangements for gifted children take the form of grouping for all or part of the day. The concept of grouping has long been a controversial issue with both educators and the lay public. James Gallagher cautions:

> It (grouping) raises images of favoritism, such as giving the best teachers to the fast group, or creating an intellectual elite... The public should be annoyed if grouping becomes merely a means of dispensing favors to influential citizens and their children, rather than being part of an integrated program concerned with the education of the slow and average learner as well as that of the high aptitude child.[11]

The existing programs tend to stress flexible grouping for various parts of the school program. This enables enrichment procedures to be used more effectively.

Ruth Strang suggests a variety of procedures for grouping (not including item f.):

a. An extra subject. Gifted children are often able to carry an extra subject easily. In the elementary school, they may begin the study of a foreign language as early as the third grade. As they grow older, they may enrich their program by an extra course in art, music, typing, shop, or home economics, as well as by advanced work in science, mathematics, history, writing, or other subjects. This type of program is enriching without being burdensome.

b. A core or block program. In a departmentalized program a class of gifted children may be together for two periods with one teacher. This block form of organization offers opportunities for guidance as well as for the integration of ideas from two or more subjects.

[11]James J. Gallagher, Teaching the Gifted Child (Boston: Allyn and Bacon, Inc., 1964).

c. A period or two with a special teacher. While retarded readers are having special instruction in reading, the gifted children may also meet with a special teacher to engage in activities that are more intellectually stimulating than those offered to them in the ordinary class.

d. Honors programs in social studies, English, physics, chemistry, and mathematics are offered by some high schools to successful students, usually with I.Q's. of 130 or more. These advanced programs offer an enriched curriculum.

e. A half day in special class. In the Major Work Classes in Cleveland, which have been standing the tests of time and evaluation for about 24 years, bright children who are bored in regular classes are brought together for half of each school day. During their hours together, they read widely, discuss subjects of current interest, delve into the past, go on excursions, do many kinds of creative work. This is an enriched rather than an accelerated program. The other half of the day they spend with the heterogeneous group in regular school activities.

f. One full day per week. A total day is spent in the special classroom with the other students also identified for that particular day. Usually never more than 15 in the class per day and they are not to be held responsible for the "work" missed in their regular classroom that day. This day would be the same each week. Allows the gifted students to be together for a length of time.

g. A gifted section of a grade. In a large elementary school, there are enough gifted children in each grade to form a special section. In New York City intellectually gifted classes (IGC) offer a special program for children from the first grade on. Above the third grade, admission to these classes requires an I.Q. of 130 or over, academic achievement above the grade level, emotional and social maturity, and good health. If there are not enough children in a particular grade to form an IGC of about 30, children with I.Q's. below 130 may be admitted, but the class is not then designated as an IGC. In the case of schools characterized by low socioeconomic level and low mental ability, the bright children in several schools may be sent to a central school where a special class has been formed. Two problems are associated with this method of segregating the gifted: feelings of inferiority may be engendered in some pupils who are not admitted to the special class; and some parents may exert pressure, which administrators must resist, to have their child placed in the special class regardless of his true ability.

h. Special schools for the gifted. In a special school for the gifted, an enriched educational experience can be offered to children from all parts of a city who give evidence of high abstract verbal facility or other special abilities. For example, children who score high on an individual intelligence test are admitted to the Hunter College Elementary School in New York City. Auditions and other tests are used as a basis for admission to specialized schools of science, music and art, and performing arts.[12]

4. Cluster-grouping

A cluster-grouped class is one in which the range of ability is limited. Such a class may contain pupils from one or the other end of the scale, but not both. For example, the class may contain pupils from one or the other end of the scale, but not both. For example, the class may contain the extremely high through the average or from the extremely low through the average. Under this plan several gifted children may be assigned to the same teacher. Since the range of ability has been somewhat lessened, the teacher is better able to provide challenging work for this group. This method of grouping retains the advantages of the heterogeneous class without many of its disadvantages. The gifted children maintain their contacts with pupils of lesser ability and learn to make the necessary adjustments. The average children are stimulated by their contacts with the gifted. In the cluster-group the high ability pupils have the challenge of working with children of similar ability.

5. Special Interest Groups

This type of grouping depends upon the interests of the students, the capabilities of teachers, and the facilities available in school and community. Groups may change from time to time and may involve several grade levels. Some examples are:

Science and nature study

Photography

Dramatics

Arts and crafts

Newspapers

Folk dancing

Stamp collecting

The success of special-interest grouping depends upon the faculty and the flexibility of the school schedule. It is essential in any program involving grouping that an effective procedure of community communication be maintained.

[12]Ruth Strang, Guideposts for Administrators (15 Gramercy Park, New York, New York: American Association of Gifted Children).

Enrichment, grouping, and acceleration are interdependent and may occur within the same program. Whatever the program or combination of programs, the major purpose is to provide for the optimum development of each child.

VII. Selection of Teachers

Perhaps the most crucial single element in a program of differential education for the gifted is the teacher. The selection of teachers who will guide gifted students should be approached with as much care as the selection of students who will participate in the program. These teachers need to be:

1. Sufficiently secure so they are not threatened by superior ability, performance, and creativity.
2. Flexible and creative persons.
3. Concerned with individual differences.
4. Resourceful.
5. Motivated to teach the gifted.
6. Experienced.

Hildreth points out that the teacher of gifted children needs "to have a wealth of experience combined with a broad cultural background which will have developed an inquiring mind....sympathetic viewpoints, and a sound philosophy of life. This teacher should be well read beyond the average."[13]

VIII. Inservice Education

Any educational program is only as good as the teaching that takes place in the classroom. Modern school buildings and many materials are no substitute for good teachers. The selection of teachers for gifted children is of primary importance. Preservice and inservice of these teachers are also essential to a quality program. Teachers need to develop a better understanding of the nature of giftedness and of the differentiated programs to challenge gifted pupils.

Workshops, study groups, and demonstrations are types of inservice to provide help in:

- Planning program guidelines.
- Developing curriculum.
- Individualizing instruction.
- Preparing and using materials.
- Making use of case studies.

[13]Hildreth, op.cit.

- Conducting parent conferences.
- Interacting with other teachers who have similar challenges.
- Creating a classroom environment that is warm and informal, where several activities can proceed simultaneously.
- Studying community resources.

The services of consultants and specialists should be made available.

IX. Role of the Principal

The principal, in cooperation with his superiors, has the responsibility of making the program workable within the framework of the total school program. In his role as instructional leader the principal has the opportunity to provide knowledgeable ideas, encouragement, and active support for the program. In order to provide this leadership, he must be well informed about gifted children in his own school and other factors pertinent to making the program a reality.

The kind of leadership exercised by the principal will directly affect the program. The climate of the school will be conducive to meeting the needs of all children if the principal:

- Establishes an atmosphere of high achievement that is conducive to experimentation.
- Values flexibility and ingenuity above conformity.
- Permits deviation from the traditional curriculum offerings.
- Provides for continuity and articulation in the gifted program so that needless repetition is eliminated.
- Provides for inservice for regular classroom teachers about the gifted program.

Without this leadership, strong programs cannot develop.

Administrators can encourage individualization of instruction by supplying enriched resource materials to aid teachers. The choice of special materials may be determined by a committee with the help of the principal or consultant. Materials should be chosen to meet the needs of the school.

Certain materials have been found to be basic to most programs. Such resources include:

- A variety of reference books.
- Dictionaries (including an adult edition).
- Almanacs.
- Aclases.

- Newspapers and magazines.
- A variety of maps.
- Science materials.
- The use of a wide variety of library books.
- Many books in the content level on and above grade level.
- Classics, including poetry.
- Creative media.
- Audiovisual materials (especially those adapted to individual and small group work such as tape recorder with headphones, individual filmstrip previewers, record player, radio. These should be easily available: projectors--filmstrip, 16mm, 8mm loop).
- Furniture conducive to group and individual study -- such as a mixture of tables, desks, carpet, carrols, etc.

X. Program Evaluation

As a result of the renewed interest in developing programs of differential education for gifted children, much pertinent research is being carried on. If the results of research are used wisely, some of the inadequate programs of the past can be avoided. Joseph Renzulli undertook to determine which characteristics of programs for the gifted are considered by authorities to be the most important. These experts have listed seven key features which they consider indispensible. In evaluating its own program, each district would be wise to check for these features of quality. Renzulli lists these quality practices in the order considered most essential. They are:

A. The teacher: Special attention is given to the selection and training of teachers of gifted students. The district has determined essential qualifications which are listed and serve as a guide in teacher selection.

B. The curriculum: Experiences for gifted students should be recognizably different from the general educational program.

1. A systematic and comprehensive program of studies should reach all children identified as gifted at every grade level and in all areas where giftedness is educationally significant.

2. The careful development of distinctive syllabi, methods, and materials guard against a fragmentary or "more of the same" approach.

C. Student selection procedures: Appropriate and discriminating use of several identifying instruments are used at least annually in a systematic program of identification.

D. A statement of philosophy and objectives: These statements take into account the distinction between the objectives of general education and those that have particular relevance to differential education for the gifted.

E. Staff orientation: Maximum effectiveness of the program depends upon:

1. Preservice and inservice of teachers directly involved in the gifted program.

2. Orientation of the total staff to insure a sympathetic attitude toward special provisions for the gifted.

F. A plan of evaluation: Objective evaluative criteria provide for continued development and modification of programs.

G. Administrative responsibility: A clear designation of administrative responsibility is an essential condition for efficient operation of this program. The person in charge needs sufficient time and resources to carry out his administrative duties.[14]

These characteristics should be useful in identifying areas needing concentration in program development and improvement. They may also be a basis for the development by staff and administrator of a viable evaluation instrument for the individual district's program. This instrument may take the form of a checklist, narrative, objective observation, self-analysis, etc. For additional information and suggestions on types and functions of program evaluators the following bibliography may be helpful.

Conclusion:

Teaching the gifted is an essential part of the total education effort. It is encouraging to note that careful planning for gifted children can result in an enriched and strengthened curriculum.

Programming for the gifted can result in improvement of the total educational program. It can help each person involved to become a more open, more productive, and more interesting human being.[15]

[14]Joseph S. Renzulli, "Identifying Key Features in Programs for the Gifted," Exceptional Children (November 1968).

[15]Paul D. Plowman, "Programming of the Gifted Child," Exceptional Children, XXXV (March 1969).

BIBLIOGRAPHY FOR EVALUATION REFERENCES

Education of Mentally Gifted Minors (K-12), California State Department of Education, Sacramento, 1971, p. 94.

Gowan, J. C. -- "The California Criterion Scoreboard for Evaluation of Gifted Child Programs", Gifted Child Quarterly, 1965, 9, p. 156-58, 160.

Plowman, Paul -- "Gifted Child Education and Talent Developmental Program Checklist", Bureau for Mentally Exceptional Children, Sacramento, California State Department of Education, February 1971.

Renzulli, Joseph -- "Designing an Instrument for Evaluative Progress of Differential Education for the Gifted": The Gifted-CEC Selected Convention Papers: reprinted from Selected Convention Papers, 45th Annual Inter CEC Convention, St. Louis, Missouri, March 26-April 1, 1967, Washington, D.C., Council for Exceptional Child, NEA 1967, pp. 37-41.

Syphers, Dorothy -- Gifted and Talented Children: Practical Programming for Teachers and Principals, Council of Exceptional Children, 1972, p. 60.

SP3/dp/02-13/7.26
SP4/dp/01-12/7.26